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BUSINESS

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Alberta

ADVANCED EDUCATION AND
CAREER DEVELOPMENT

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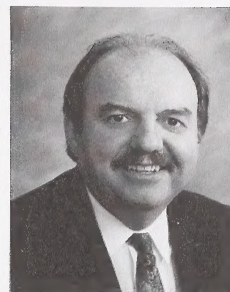
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Alberta Advanced Education and
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ALBERTA
ADVANCED EDUCATION AND CAREER DEVELOPMENT

Office of the Minister



March 1998

Our 1998-2001 Business Plan reinforces our commitment that learning and research are vital to our current prosperity and future competitiveness. We recognize that there are challenges to meeting that commitment in a changing world, and we are developing ways to help Albertans meet those challenges.

This business plan reflects the input of those Albertans who are an active part of the adult learning community: post-secondary institutions, employers, researchers, and learners themselves. They shared their ideas in focused consultations about performance-based funding, research excellence, and adult development. They participated in the November 1997 Minister's Forum on Adult Learning, which provided an opportunity for us to meet and work together on the challenges that face the system.

People development is Albertans' priority, and this Ministry is dedicated to it. Through the People and Prosperity strategy, we are leading eleven other government departments to ensure that Albertans stand ready and confident to share in Alberta's economic prosperity. People development means all people: it includes aboriginal youth, low-income families, immigrants, learners in credit programs, and new entrants to the labour market. We offer a vast array of programs, and continue to strive towards the goals that Albertans have set for them, and for us.

Accessibility, responsiveness, affordability, and research excellence. They are Albertans' four measures of a quality adult learning system. In the following pages, we outline how we are moving towards those goals, and how we are finding new ways to deal with the challenge of meeting them. We also strive towards effectiveness within the Ministry, and continue to conduct ourselves with a clear eye on costs and benefits.

I invite you to review the challenges and opportunities we see for the adult learning system in the coming three years. More importantly, I invite your input about dealing with them. There is a survey at the end of this booklet which seeks your particular comments. I look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script that reads "Clint Dunford".

Clint Dunford
Minister



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Alberta Advanced Education and Career Development

1998-2001 Business Plan

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March 1998

I. Introduction

Advanced Education and Career Development is dedicated to building a strong Alberta by helping people become self-reliant, capable and caring through lifelong learning. The department promotes prosperity for Alberta and its people by ensuring that adults have access to high quality, affordable adult learning opportunities that are responsive to changing demands. This will allow Albertans to develop and apply their knowledge, skills and talents to their full potential, resulting in competent, confident, self-renewing people who contribute to and share in Alberta's economic prosperity.

The 1998-2001 business plan continues the work of the previous four business plans by maintaining the strategic direction to attain the goals of accessibility, responsiveness, affordability, research excellence and effectiveness. Public consultations on key issues such as research excellence, performance-based funding, key performance indicators for publicly funded post-secondary institutions, learning enhancement, adult development reform, and a new vision for apprenticeship and industry training, in conjunction with feedback at the Minister's Forum on Adult Learning and business plan surveys have alerted the department to emerging issues and concerns. This business plan has integrated these issues and concerns into the strategies outlined.

II. Vision

Albertans have a vision for the future of adult learning in our province:

Albertans are recognized globally for the excellence of their knowledge, skills, attitudes and experiences that enable them:

- *to take responsibility for shaping their futures,*
- *to participate in a changing economy and workforce,*
- *to create new knowledge, and*
- *to enrich the quality of life in their communities.*

This vision reflects broadly held values in Alberta:

- *The creation and sharing of knowledge are essential to the personal, social, cultural and economic well-being of individual Albertans and to the prosperity of the province.*
- *The needs of adult Albertans are central to the continuing development of our system of learning.*
- *Individual Albertans are responsible for making informed choices in order to take full advantage of opportunities to learn throughout their lives.*
- *Albertans should have access to quality learning opportunities that will help them to achieve their economic, social and cultural goals.*
- *Adult learners, providers of learning opportunities, business and industry, government and the public at large all have a role to play in the development and support of Alberta's adult learning system.*
- *All types of learning activities, including those on the job, at home, or in the community, are rewarding and important.*

III. Mission

All individuals and groups who provide or benefit from opportunities to learn, share the responsibility for realizing the vision for adult learning in Alberta. The department has a key role to play:

Advanced Education and Career Development will lead and work with other partners to set new directions for adult learning and to provide quality adult learning and research excellence. We will be accountable for results.

Through consultation, Albertans have helped to establish principles to guide the department on this mission:

- *The adult learning system exists to serve the social, cultural and economic needs of the learner and the community.*
- *The adult learning system should achieve the goals and expectations established for it in consultation with Albertans.*
- *The adult learning system should establish standards and measure its performance.*
- *The adult learning system should be accountable to learners and other Albertans for results achieved.*
- *The adult learning system should provide information that assists Albertans in making timely and informed decisions about learning and career opportunities.*

IV. Goals

There are five goals that are necessary to realize the mission of the department and the vision of the adult learning system:

- Accessibility
- Responsiveness
- Affordability
- Research Excellence
- Effectiveness

V. Core Business

The department's core business is to provide leadership to the adult learning system to achieve:

- the creation of new knowledge essential to the development and future prosperity and preservation of Alberta and its people.
- the sharing of knowledge and skills essential to the personal, social, cultural and economic well-being of individual Albertans and to the prosperity of the province.

by:

Supporting quality adult learning opportunities and research excellence through the provision of:

- policy development and consultation.
- program standard development and monitoring.
- funding support.
- information.

Supporting adult learners in achieving their economic, social and cultural goals through the provision of:

- information and consultation to access learning and work.
- financial support.

VI. Linkages To Government Core Businesses

Alberta Government	
Core Businesses	Goal Statements
People ... helping people to be self-reliant, capable and caring through: • lifelong learning. • excellent schools, colleges, universities and training institutes. Prosperity ... promoting prosperity for Alberta through: • a dynamic environment for growth in business, industry and jobs. • a highly skilled and productive workforce. • an effective government that lives within its means. • new ideas, innovation and research. Preservation ... preserving the Alberta tradition of: • strong communities. • pride in Alberta and strength within Canada. • strong values and culture.	• Alberta students will excel. • Albertans will be independent. • Albertans not expected to support themselves fully will receive help. • Alberta will have a prosperous economy. • Our workforce will be skilled and productive. • Our businesses will capitalize on research. • Alberta will have effective and efficient infrastructure.



Alberta Advanced Education and Career Development	
Core Business	Goals
The department's core business is to provide leadership to the adult learning system to achieve: • the creation of new knowledge essential to the development and future prosperity and preservation of Alberta and its people. • the sharing of knowledge and skills essential to the personal, social, cultural and economic well-being of individual Albertans and to the prosperity of the province. by: Supporting quality adult learning opportunities and research excellence through the provision of: • policy development and consultation. • program standard development and monitoring. • funding support. • information. Supporting adult learners in achieving their economic, social and cultural goals through the provision of: • information and consultation to access learning and work. • financial support.	Accessibility The system will encourage and support more accessible lifelong learning. Responsiveness The system will increase its responsiveness to the needs of the individual learner and to the social, economic and cultural needs of the province. Affordability The system will provide quality learning opportunities to the greatest number of Albertans at a reasonable cost to learner and taxpayer. Research Excellence The system, through its universities, will pursue research excellence to increase access to and development of new knowledge. Effectiveness The department will improve its effectiveness.

VII. Opportunities and Challenges

The 1998-2001 Business Plan recognizes the significant opportunities and challenges facing the adult learning system and has identified and expanded upon the impacts below:

Maintaining and Enhancing the Quality of Learning and Research

In an environment of cost pressures and growing demand, the department needs to ensure that quality learning and research is available. The adult learning system must be responsive to learner needs such as technological innovation, infrastructure renewal, productivity improvement and maintenance, and attracting high quality faculty.

The rapid pace of technological innovation is driving change in how, where and to whom learning opportunities are offered. Integrating educational technologies necessitates changes to curriculum delivery on and off campus, faculty and staff professional development, student and learning support services and the technological infrastructure.

Renewal and maintenance of the adult learning system's infrastructure is a shared responsibility involving institutions and the government.

Neither taxpayers nor learners can afford the cost of meeting future demands by replicating the current model. Institutions will not be able to be all things to all people. Innovation to improve productivity will be required.

Ensuring a Knowledgeable and Skilled Workforce

Lifelong learning is required to maintain a well qualified labour force with the knowledge and skills to match employment opportunities. Individuals displaced from their jobs, people already in the workforce, as well as youth and new entrants to the job market will look to the adult learning system to assist them in developing the knowledge and skills required for employment.

The department in conjunction with institutions and industry must actively monitor the labour market to allow the adult learning system to adjust programs and access to fulfill both the short term shortages and the longer term structural shortfalls in the future workforce.

Expanding Enrollment Capacity

The expected wave of young people "coming of age" will be bolstered by adults in the workforce who need lifelong learning to maintain employment. The Access Fund has succeeded in increasing capacity by over 10,000 places. Current strategies and resources will meet the enrollment needs for 1998/99, but enrollment pressures will begin to exceed existing system capacity and resources at the turn of the century.

Assisting Disadvantaged Youth

Youth with a high school diploma or less are encountering increasing difficulties in the labour market. To assist disadvantaged youth to enter the world of work, the department is leading *Youth Connections* to work with young people who have left high school and do not have the skills and credentials needed to sustain employment. *Youth Connections* will build upon existing youth services and develop new services as appropriate.

A major component of disadvantaged youth is the growing aboriginal population: given the federal government's fiduciary responsibility for aboriginal youth education and training, collaboration between our department and the federal government is required.

Fostering Knowledge and Innovation Driven Growth

As cultural, social and economic development increasingly depends on access to knowledge and technologies, the challenge is not only to attract and maintain talented researchers and graduate students, but to support the creation of centres of research excellence. To assist with the challenge, university and private sector partnerships must be developed and enhanced. The recently implemented Intellectual Infrastructure Partnership Program will directly assist Alberta universities to upgrade their research infrastructure and thus assist in attracting quality faculty and research teams.

International education can become a strategy for economic diversification and to internationalize adult learning opportunities for Albertans. The department will support activities such as the sale of educational programs and services, international projects, and incorporation of international activities and perspectives into program curriculum.

Ensuring Affordability for Learners

Learners are being asked to assume a share of the financial responsibility for their learning in line with the benefits they receive. To ensure that education is affordable to all, learners' assistance is continually being evaluated and adjusted. Loan limits have been increased to ensure that available learner support is adequate in view of the increased cost of learning opportunities.

This department is developing and implementing a comprehensive strategy to ensure debt levels are manageable for learners and their families in cooperation with the federal government. Both the federal and provincial government use an income sensitive repayment system, interest subsidy, and interest relief as debt control mechanisms. Our department provides a remission program designed specifically to keep debt loads for high needs learners at manageable levels. Recent announcements on improved federally funded student assistance initiatives will need to be assessed to ensure they support provincial goals and strategies.

Ensuring Continuity and Effectiveness of Labour Market Programming

Alberta was the first province to sign a Labour Market Development Agreement (LMDA) with the federal government. Alberta will be responsible for providing active labour market programs and services to eligible Employment Insurance clients through a provincial single window infrastructure. The agreement is based on accountability for results and provides program design flexibility for Alberta. It will eliminate overlap and duplication, improve client service and reduce costs to taxpayers.

The Labour Market Development Agreement identifies this department's roles and responsibilities regarding labour market programming including client assessments.

Further work is required to refine employment and training programs to increase the independence of Family and Social Services' clients who are expected to work.

VIII. Financial Highlights

Advanced Education and Career Development Ministry Consolidated Income Statement

(thousands of dollars)	Comparable 1996/97 Actual	Comparable 1997/98 Budget	Comparable 1997/98 Forecast	1998/99 Estimates	1999/2000 Target	2000/01 Target
REVENUE						
Internal Government Transfers	12,081	12,712	12,712	13,000	14,000	14,500
Transfers from Government of Canada	190,844	266,028	166,943	274,310	285,379	286,678
Premiums, Fees and Licenses	6,184	1,630	1,303	1,901	1,948	1,948
Other Revenue	7,266	12,658	8,436	2,205	2,205	2,205
Consolidated Revenue	216,375	293,028	189,394	291,416	303,532	305,331
EXPENSE						
Program						
Funding Envelopes for Learning Institutions	45,895	103,362	119,709	118,542	148,552	166,552
Assistance to Learning Institutions	788,367	788,761	792,541	787,634	787,595	788,345
Apprenticeship Infrastructure	10,921	8,980	9,635	12,726	10,846	9,970
Financial Assistance to Learners	175,778	190,500	174,000	178,838	185,603	191,004
Labour Market Assistance	30,483	142,358	47,797	152,904	157,080	154,674
Alberta Opportunities Bursary	-	-	-	15,000	15,000	15,000
Alberta Heritage Scholarships	12,081	12,712	12,712	13,000	14,000	14,500
Program Delivery Infrastructure	13,356	13,572	13,352	13,544	13,934	14,053
Administration Infrastructure	11,810	11,338	13,763	12,141	12,374	12,706
Personnel Administration Office	6,921	7,417	31,317	7,053	7,142	7,232
Consolidated Expense	1,095,612	1,279,000	1,214,826	1,311,382	1,352,126	1,374,036
Gain (Loss) on Disposal of Capital Assets	(1)	(864)	(494)	(2,056)	(64,597)	-
NET REVENUE (EXPENSE)	(879,238)	(986,836)	(1,025,926)	(1,022,022)	(1,113,191)	(1,068,705)

Highlights for 1998/99

The total Ministry allocation is \$1,311 million in 1998/99. This increases to \$1,352 million in 1999/2000 and \$1,374 million in 2000/01.

The Ministry will allocate a total of \$919 million to support adult learning. Highlights include:

- The Ministry will target \$118 million to post-secondary institutions through funding envelopes.
 - The *Access Fund* will allocate \$30 million to meet prior commitments and to expand and enhance apprenticeship. Business Plan '98 increases the allocation to \$53 million in 1999/2000 and \$63 million in 2000/01 to meet future enrollment pressures.
 - The *Learning Enhancement Envelope* will allocate \$10 million to support system wide change that integrates technology and learning. Business Plan '98 allocates \$30 million to this envelope over the three years.
 - The *Infrastructure Renewal Envelope* will allocate \$37 million to target major renovations including the development of knowledge networks and updating of facilities as well as equipment. In 1997/98, it is expected that \$65.2 million will be expended. Business Plan '98 allocates a total of \$117 million to this envelope over the three years.
 - The *Performance Envelope* - \$15 million plus 0.5% of institutional operations grants has been allocated to reward and encourage excellence. From this, \$7.5 million will be distributed based on institutional performance. The remaining amount will be allocated into the institutions' base. Business Plan '98 allocates \$16 million to this envelope in 1999/2000 with a further \$8 million available in 2000/01.
 - The *Intellectual Infrastructure Partnership Program* will allocate \$22.8 million to invest in modernizing research infrastructure in areas of institutional and provincial competitive priority. In 1997/98 it is expected that \$7.2 million will be expended. Business Plan '98 allocates a total of \$52.8 million to this envelope over the three years.
 - The *Research Excellence Envelope* will allocate \$3.5 million to enable universities to attract talented researchers and graduate students in areas of identified strengths. Business Plan '98 allocates \$10.5 million to this envelope over the three years.
- The Ministry will allocate \$788 million to institutions including operations grants.
- The Ministry will allocate \$13 million to support apprenticeship infrastructure.

The Ministry will allocate \$360 million to support adult learners. Highlights include:

- The Ministry will allocate \$179 million to *Finance Assistance to Learners*.
- The Ministry will allocate \$153 million to *Labour Market Assistance*.
- The Ministry will allocate \$15 million to the *Alberta Opportunities Bursary*. Business Plan '98 allocates \$45 million to this bursary over the three years.
- The Ministry will allocate \$13 million for *Alberta Heritage Scholarships*.

IX. Business Plan Goals, Objectives, Strategies and Performance Measures

Goal: *Accessibility*

The system will encourage and support more accessible lifelong learning.

Objective: Increase the range of learning opportunities and delivery mechanisms for adult learners.		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Respond to short and long term enrollment pressures such as apprenticeship training and increases in the high school graduate population through the Access Fund.	• Develop an accessibility plan to provide a framework for responding to long term (5-10 years) future enrollment growth. • Develop a funding allocation model for the Access Fund Envelope. • The Access Fund will allocate \$30 million to meet prior commitments and to expand and enhance apprenticeship. The business plan increases the allocation to \$53 million in 1999/2000 and \$63 million in 2000/01 to meet future enrollment pressures. Contact: Phil Gougeon (427-5607)	• The plan will be used as a framework for strategies and decisions regarding future system growth. • Accessibility and enrollment will increase. • The apprenticeship system meets industries' needs.
Facilitate and support system-wide change that integrates technology and learning through the Learning Enhancement Envelope.	• Allocate \$30 million over the next three years to the Learning Enhancement Envelope. • Support Minister's Advisory Committee in decision-making, re: disbursement of funds. Contact: Phil Gougeon (427-5607)	• Enhanced accessibility to institutional program delivery and support services through integration of technology. • Enhanced professional development opportunities to promote and facilitate change. • Improved and updated curriculum to enable use of flexible delivery modes. • Increased inter-institutional collaboration to assure cost-effective change throughout the adult learning system.
Further develop flexible mechanisms, such as individualized learning modules, mobile, distance and weekly training, to assist Albertans pursuing apprenticeship and industry training.	• Continue development of individualized learning modules for clusters of related trades. • Increase delivery options for apprenticeship training. Contact: Shirley Dul (427-8765)	• Increased individual learning modules for the formal instruction component of more trades. • Increased number of trades with alternate delivery. • Formal instruction component of apprenticeship programs meets industries' needs. • Increased access and opportunities for learners.

Objective: Increase the range of learning opportunities and delivery mechanisms for adult learners. - (continued)		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Work with Alberta Education to coordinate strategies between schools and the post-secondary system for the integration of technologies into teaching and learning.	• Work with other departments through the Chief Information Officer (CIO) council and with institutional representatives to plan and implement a common strategy for telecommunication to facilitate technology-based learning for learners at all levels. <i>Contact: Lois Hawkins (427-3663)</i> • Formally meet with Alberta Education to identify specific collaborative initiatives. <i>Contact: Phil Gougeon (427-5607)</i>	• Increased quality access to post-secondary programs. • Specific collaborative initiatives will be identified.
Expand opportunities for rural adults without basic literacy skills to access learning opportunities in their communities.	• Increase funding to community-based volunteer literacy programs in rural Alberta. • Implement recommendations from the policy review of the Community Adult Learning Program. • Continue the development and implementation of standards for volunteer literacy programs. <i>Contact: Fred Hemingway (422-0010)</i>	• Increased number of rural communities which offer literacy programs to illiterate adults. (an additional 15 to 20 communities) • Increased number of illiterate adults participating in rural literacy programs. (20% increase) • Increased community involvement in literacy through volunteer tutoring. (an estimated 20% increase) • Enhanced accountability and increased standards.
Objective: Ensure that Albertans have access to information and career consulting that allows them to make better decisions in relation to learning and work.		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Continue to improve career information and consulting services on work trends and opportunities, knowledge and skill requirements, learning alternatives and career development.	• Continue to identify and adopt core competencies for career consultants through establishment of standards. • Develop and implement a case management process for clients. • Review and modify accountability measures and documentation procedures for career services. <i>Contact: Fred Hemingway (422-0010)</i>	• Increased standards of professional performance. • Improved ability to track client interventions and account for results. • Improved reporting of career services results.

Objective: Ensure that Albertans have access to information and career consulting that allows them to make better decisions in relation to learning and work. - (continued)

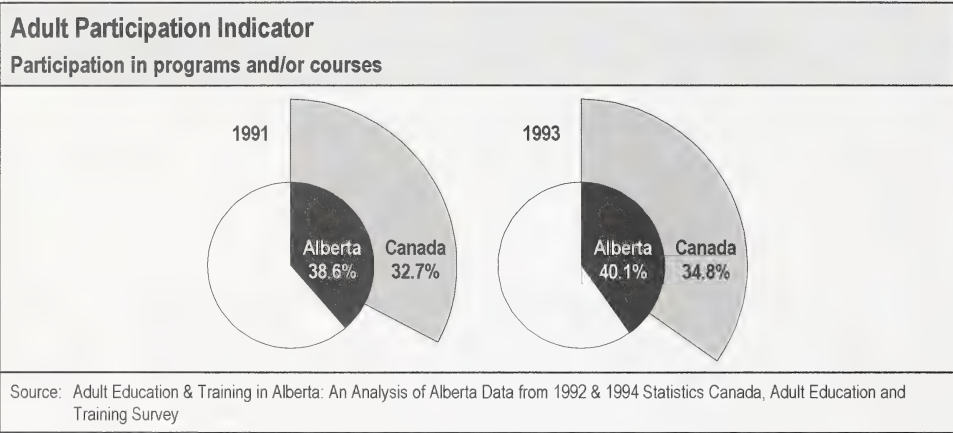
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Expand the Alberta Learning Information Service (ALIS), a comprehensive and integrated electronic information service for learners through the Internet, which will ultimately deliver a wide array of information services.	• Work with other stakeholders in the adult learning system to develop an Internet based information service. • Prepare a 1998-2001 business plan for ALIS. <i>Contact: Lois Hawkins (427-3663)</i>	• An electronic application service for participating post-secondary institutions. • A database of programs provided by post-secondary institutions to assist adult learners in selecting appropriate programs. • An on-line transfer guide developed by the Alberta Council on Admissions and Transfer. • Links with institutional web sites to allow Alberta Learning Information Service (ALIS) to complement existing information. • Electronic information on financial assistance, career planning and other relevant areas.

Performance Measures

The following measure is the key indicator reflecting the adult learning system’s progress in attaining the goal of accessibility.

Measure: Adult Participation Indicator

This indicator reflects the extent of adult participation in all types of programs and/or courses. It covers all learning activities in Alberta, credit and non-credit, and gives the most global perspective on the degree to which Albertans take advantage of diverse learning opportunities. Comparing the provincial to the national average indicates Albertans have a high level of commitment to learning. The indicator measures the rate of adults age 17 and older who reported participating in programs and/or courses in Alberta.



Ranking
1 st
Target
Maintain Ranking

Additional supplemental indicators for accessibility include: Credit Enrollment, Applications to Post-Secondary Institutions, and High School Graduates Who Continue into Post-Secondary Education. These are published in the department’s 1996/97 annual report.

Goal: Responsiveness

The system will increase its responsiveness to the needs of the individual learner and to the social, economic and cultural needs of the province.

Objective: Improve the knowledge and skills of Albertans, particularly as they relate to employability.		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Continue to implement Youth Connections, as identified in People and Prosperity, which will prepare disadvantaged young adults for a changing world of work with knowledge, workplace skills and attitudes, and provide information about careers that require skill development, though not necessarily degrees or diplomas.	• Develop effective means to provide comprehensive information to young people on a diversity of occupations. • Develop new models to assist young people to gain competencies to enter occupations not requiring a post-secondary diploma or degree. • Engage partners to provide opportunities for youth to gain structured work experience. Contact: Fred Hemingway (422-0010)	• Increased knowledge of occupations and employer expectations in technologies and trades. • Reduced dependency on employment insurance and other social assistance programs. • Increased entrance into occupations which have opportunities for progressive skill development. • Improved employability skills. • Increased hiring of youth in the private sector.
Continue the implementation of programming and delivery structures to ensure effective client service delivery brought about by the Labour Market Development Agreement.	• Continue consolidation of labour market programs and services. • Continue program modification to ensure responsiveness to client needs. Contact: Fred Hemingway (422-0010)	• More efficient and responsive labour market programming and services for Albertans. • Enhanced market competitiveness. • Single provincial infrastructure in place for the delivery of labour market programs and services. • Achieve targets for re-employment of employment insurance clients.
The department, in consultation with Family and Social Services, will redesign, as appropriate, the provincial labour market and income support programs and delivery systems to improve their efficiency and responsiveness to Albertans seeking Supports for Independence.	• Continue to harmonize labour market and income support programs and services. • Continue to refine employment and training programs to increase the independence of clients who are expected to work. Contact: Fred Hemingway (422-0010)	• Improved programs and services at a lower cost to Albertans. • Comprehensive array of programs available for clients. • Increased levels of independence among clients who are expected to work as seen through: - increased earnings; - higher employment rates; - longer periods of employment; - lower levels of dependence on Supports for Independence.

Objective: Improve the knowledge and skills of Albertans, particularly as they relate to employability. - (continued)		
1998-2001 Strategies	Actions	Expected Results
Work with Alberta Education and others to achieve the common goal of facilitating successful transitions for young people from school to work, school to school, and work to school.	- Review and develop strategies for providing information to learners, parents, and other stakeholders, on career development, the labour market, learning opportunities, and the workplace. - Develop common mechanisms that recognize prior learning achieved both within and outside the classroom. - Work with employers and educators to create more opportunities for youth to develop competencies by integrating classroom learning with workplace learning. Contact: Lois Hawkins (427-3663) - Contribute to the CAREERS: The Next Generation Foundation. Contact: Shirley Dul (427-8765)	- Improved information for informed decision-making. - Improved employability skills. - Increased participation by youth in competitive employment and further learning. - Broader recognition of the knowledge and skills acquired by youth.
Evaluate the applied degree pilot project established to respond to the knowledge and skill requirements of Alberta's changing economy.	- The Applied Degree Evaluation Advisory Committee will review the results of the pilot project, the applied degree structure, effects on the system, and options for approval or accreditation of additional applied degree programs. - The committee will provide annual reports and interim reports as requested by the Minister. Contact: Phil Gougeon (427-5607)	Recommendations on how to incorporate and coordinate applied degrees within the system on an ongoing basis.
Objective: Improve the effectiveness of adult learning providers in meeting the goals established for the adult learning system.		
1998-2001 Strategies	Actions	Expected Results
Allocate funding to reward and encourage progress towards system-wide goals for universities, colleges, technical institutes, and government funded private colleges with accredited programs through the Performance Envelope. Review and make necessary changes to implement the Performance Envelope as a permanent feature of funding beginning in 1999/2000.	- Prepare the 1998/99 awards. - Review the two year pilot, consult with post-secondary institutions, and make recommendations for implementing the Performance Envelope as a permanent feature of funding beginning 1999/2000. Contact: Phil Gougeon (427-5607)	- System-wide direction consistent with the department's business plan. - Improved progress towards goals. - Improved institution and system performance.
Encourage the development of centres of program specialization in public post-secondary institutions to ensure quality, cost-effectiveness and efficiency.	- Ongoing implementation. - Develop accountability indicators that encourage brokering agreements among institutions. - Revise program coordination procedure to streamline it. Contact: Phil Gougeon (427-5607)	Credentialing institutions will seek out brokering opportunities.

Objective: Improve the accountability of adult learning providers in meeting the goals established for the adult learning system.		
1998-2001 Strategies	Actions	Expected Results
Complete the implementation of Key Performance Indicator data collection and reporting to advise Albertans of the results achieved in publicly funded learning opportunities.	- Through the department annual report, institutional annual reports, and publication of a System Performance Report, ensure Key Performance Indicator (KPI) results are published. - Continue improvement of key performance indicators reporting system, and related data collection systems: financial information systems; enrollment accounting and student information systems; and program information systems. - Make available to all those with an interest in or responsibility for planning the information developed from the KPI, financial, learner, and program data collected from institutions. In particular, information on graduate satisfaction and success is to be made available to learners. - In cooperation with institutions, review indicators already in place and initiate development of new indicators as necessary. It is likely that new indicators are needed to reflect the level of cooperation among institutions and their involvement in non-traditional delivery. Contact: Phil Gougeon (427-5607) - In cooperation with the Alberta Apprenticeship and Industry Training Board, measure the performance of the apprenticeship and industry training system and publish results. Contact: Shirley Dul (427-8765)	- KPI results will be public and accountability will be improved. - It will be easier for the partners in the data collection systems to provide data needed for system-wide planning. - It will be easier for all of those responsible for the post-secondary system to make informed decisions about changes needed. - Institutions will be in a better position to make planning decisions, especially when they involve the entire post-secondary system. - Learners will be in a better position to make informed decisions about their choice of program and institution. - A more complete set of indicators will be available. These can be used to improve planning and reward performance. - Increased accountability.
Objective: Ensure transferability of credentials and mobility of Albertans.		
1998-2001 Strategies	Actions	Expected Results
Promote the development of program articulation and transfer agreements to improve learners' opportunities for credential completion and mobility within the adult learning system.	- Provide leadership to institutions in developing initiatives. - Evaluate initiatives approved. - Monitor Access Fund. - Continue to support expansion of course and block transfer agreements and program articulation. Contact: Phil Gougeon (427-5607)	- Enhanced accessibility and transfer opportunities through new programs. - Expanded transfer opportunities and reduced costs to learners and taxpayers.

Objective: Ensure transferability of credentials and mobility of Albertans. - (continued)		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Lead changes to provide interprovincial mobility of workers as committed in the Labour Mobility Chapter of the Agreement on Internal Trade.	• Work with government partners to accelerate the compliance of regulatory bodies with the Labour Mobility Chapter. • Respond to/take forward complaints from individuals, professional regulatory bodies and governments regarding breaches of the Labour Mobility Chapter of the Agreement on Internal Trade. Contact: Lois Hawkins (427-3663) • Continue to enhance interprovincial mobility through the Interprovincial Standards (Red Seal) Program and other methods such as Prior Learning Assessment. Contact: Shirley Dul (427-8765)	• New recognition agreements in place to permit qualified workers to move from one jurisdiction to another. • Solutions for individuals requiring recognition of their qualifications across provincial barriers. • Increased number of workers with interprovincial mobility.
Work with other partners, through the Council of Ministers of Education, Canada to implement a national agenda to support continued improvement of quality adult learning and mobility of Canadians.	• Develop Pan-Canadian Education Indicators Program (PCEIP). • Promote open learning and distance education, particularly in post-secondary education and develop an inventory of policies and practices throughout the country in this area. • Continue to facilitate Pan-Canadian recognition of university undergraduate credits. • Develop a workplan on learner mobility and credit transferability. • Participate in Pan-Canadian project on post-secondary expectations and possible joint initiatives, building on successful education practice and innovation. Contact: Lois Hawkins (427-3663)	• Proposal in place to use the PCEIP as the key database of education statistics at the Pan-Canadian level. • Process in place to develop an inventory of policies and best practices in open learning and distance education. • A Pan-Canadian protocol for the recognition of credit transfer for the first two years of undergraduate study.
Objective: Align adult learning system policies to anticipate and respond to a changing environment.		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Implement reforms to adult development programming that focus on learner and employer needs, and are career focused, outcome based, articulated and cost effective.	• Continue implementation in 1998/99. • Validate content of standards (Essential Competencies) matrix, June 1998. • Ensure alignment of reforms with programs and services resulting from federal/provincial Labour Market Development Agreement (LMDA) negotiations in 1998. Contact: Lois Hawkins (427-3663)	• Research and development of reformed training programs. • Assessment of pilot projects and in 1998 incorporate changes to reform models. • Accountability framework for adult development programs established in 1998. • Common terminology, standards and best practices will be implemented by 1998/99.

Objective: Align adult learning system policies to anticipate and respond to a changing environment. - (continued)		
1998-2001 Strategies	Actions	Expected Results
Promote the development of policies to assess and recognize individuals' prior learning accomplishments.	• Develop standards to assess prior learning. • Develop a standard learner portfolio concept. Contact: Lois Hawkins (427-3663)	• Process in place at institutions to assess and recognize prior learning. • Enhanced participation in adult learning.
Continue consultation with stakeholders to ensure that adult learning is responsive to the needs of Albertans (e.g. Minister's Forum on Adult Learning).	• Prepare for discussions on specific adult learning issues in 1998. • Prepare for a Minister's Forum on Adult Learning to be held in 1999. Contact: Lois Hawkins (427-3663)	• Department direction is informed by participant feedback. • Participants are satisfied with the opportunity to provide advice on issues that influence the future direction of the department.
Support the government's collaborative approach to human resource development.	• Lead ministries in coordinated response to people development issues arising from People and Prosperity and the Growth Summit. Contact: Lois Hawkins (427-3663)	• A follow-up report on progress towards goals will be published. • Recommend revised or new strategies to achieve goals.
Develop partnerships with business and industry to identify high demand knowledge and skills and to ensure the adult learning system is responsive to those requirements.	• Take a leadership role in strategies to foster new working relationships with the private sector. • Implement a provincial Labour Market Information Strategy. Contact: Lois Hawkins (427-3663)	• Partnership approaches are developed. • Public/private sector Labour Market Information exchange is developed.
Implement recommendations from the consultation on apprenticeship and industry training and make necessary revisions to the Apprenticeship and Industry Training Act and regulations.	• Provide more options for training, such as one day a week instruction, individually-paced learning, distance learning, or mobile delivery. • Enhance financial support for apprentices. • Provide more promotion of ways to begin learning a trade and to recognize prior learning. • Provide more training opportunities for youth in apprenticeship and industry training. • Increase flexible certification of workers. • Strengthen the industry advisory committee network. • Consult Albertans regarding proposed revisions to the Apprenticeship and Industry Training Act and regulations. Contact: Shirley Dul (427-8765)	• Increased access and opportunities for learners. • More apprentices have access to financial support. • Increased interest and participation in apprenticeship training due to greater awareness of ways to begin learning a trade and recognition of prior learning. • Increased participation in the Registered Apprenticeship Program (RAP). • Increased training and certification of workers in broad craft areas, available at industry's request. • Improved efficiency - strengthened industry advisory network that provides greater industry input.

Objective: Align adult learning system policies to anticipate and respond to a changing environment. - (continued)		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
In conjunction with the Alberta Apprenticeship and Industry Training Board, support alternate routes to certification through recognition of technical training, prior learning assessment, more flexible certification and increased delivery options.	- Continue to support alternate routes to certification. - Continue the development of alternate delivery options for apprenticeship training. - Implement strategies to recover costs associated with the learning assessment review process. - Continue the development of individualized learning modules for clusters of related trades. - Continue to work with industry requesting flexible certification. Contact: Shirley Dul (427-8765)	- Rising number of certified workers. - Increased number of trades with alternate delivery. - Process in place to recognize competencies of persons who have not completed a formal apprenticeship program. - Increased individual learning modules for the formal instruction component of more trades. - Training and certification of workers in broad craft areas available at industry's request.
Reform the department's program coordination policy.	Create a framework that encourages collaboration and the development of centres of specialization. Contact: Phil Gougeon (427-5607)	A greater congruency of institutional and system decisions affecting efficiency, responsiveness and quality.
Implement an accreditation process for private institutions wishing to grant degrees.	Prepare for the implementation of the accreditation process effective April 1998. Contact: Phil Gougeon (427-5607)	- Expanded accreditation opportunities for private institutions. - Enhanced accessibility.
Support the expansion of international education such as the sale of educational programs and services, international projects, and incorporation of international activities and perspectives into program curriculum.	- Work with institutions to develop a strategy for internationalizing the adult learning system. - Encourage study abroad opportunities, including student exchanges and overseas study/work placements in priority countries. - Facilitate and support the work of the Alberta Centre for International Education. Contact: Phil Gougeon (427-5607)	- Strategy in place. - Enhanced preparation of Alberta graduates for the global economy. - Expanded marketing activity and increased visibility abroad of Alberta's education and training expertise. - Enhanced coordination of system-wide international education and training activities.
Objective: Maximize the economic benefits of immigration.		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Continue negotiation of a new Canada/Alberta Immigration Agreement with Citizenship and Immigration Canada, focusing on a sub-agreement on settlement and integration with predictable, adequate, and equitable federal financing arrangements.	Negotiate a federal/provincial Settlement and Integration Agreement. Contact: Lois Hawkins (427-3663)	- Federal funding is assured for provision of settlement services. - Funding and delivery of settlement programming is efficient and cost-effective.

Goal: Responsiveness

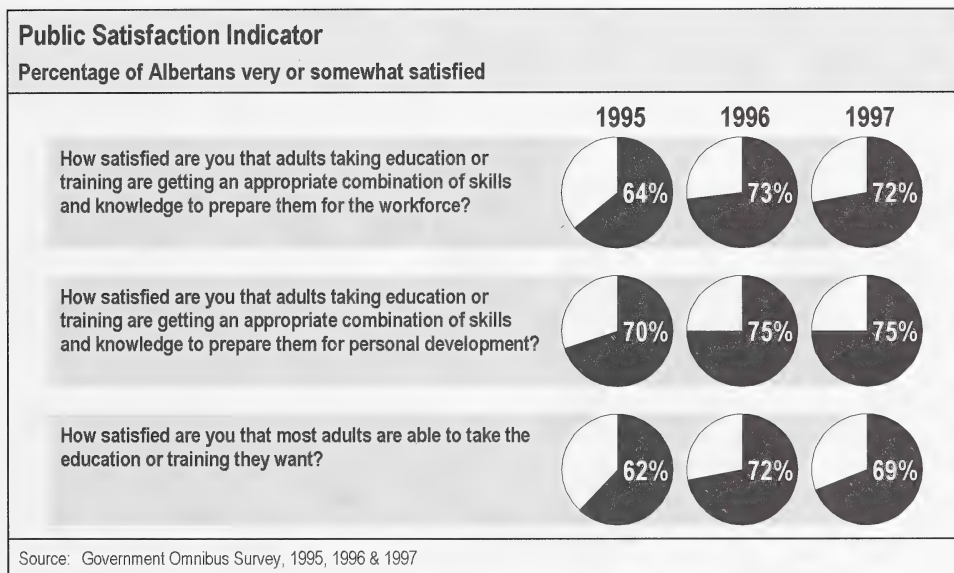
The system will increase its responsiveness to the needs of the individual learner and to the social, economic and cultural needs of the province.

Performance Measures

The following three measures are the key indicators reflecting the adult learning system's progress in attaining the goal of responsiveness.

Measure: Public Satisfaction Indicator

This indicator reflects the percentage of all adult Albertans who indicated they were very or somewhat satisfied with the Alberta adult learning system.

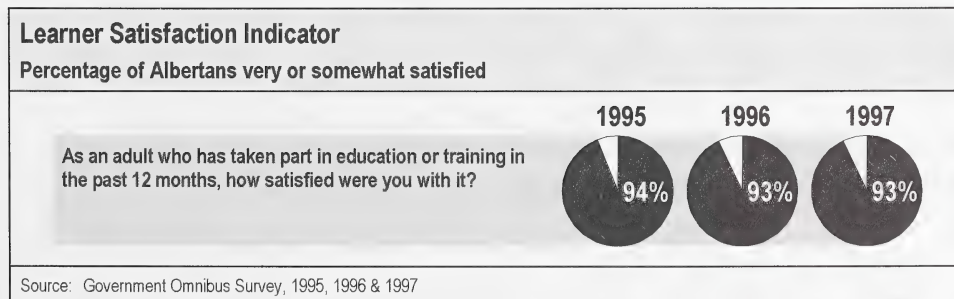


Target

Improve to
over 80%

Measure: Learner Satisfaction Indicator

This indicator represents the opinions of Albertans who had taken education or training in the last 12 months.



Target

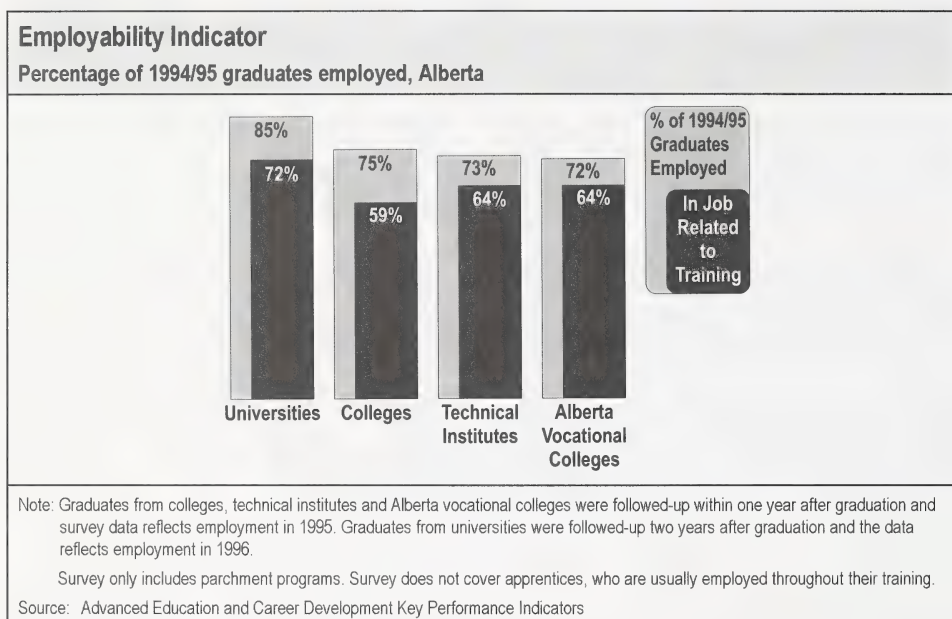
Maintain at
over 90%

Goal: *Responsiveness*

The system will increase its responsiveness to the needs of the individual learner and to the social, economic and cultural needs of the province.

Measure: **Employability Indicator - Employment Rate of All Graduates**

A primary goal for many adult learners is to obtain employment after completing a program. Therefore, if the adult learning system is responsive to learner needs, it will provide the range and type of programs that will lead to more graduates finding jobs in fields related to their training. This measure shows the percentage of all 1994/95 graduates from public post-secondary institutions who were employed at the time of the survey and the percentage of all graduates who indicated their employment was related to their program of study. Graduates from colleges, technical institutes and Alberta vocational colleges were followed-up within one year after graduation and survey data reflects employment in 1995. Graduates from universities were followed-up two years after graduation and the data reflects employment in 1996.



Target

Improve/
maintain
% employed
& related to
training

Additional supplemental indicators for responsiveness include: Employment Rate of Graduates in the Labour Force, Apprentice Satisfaction, Participation Rate and Unemployment Rate of the Labour Force by Educational Attainment, Employment Rate of Graduate Journeymen in the Labour Force, Labour Force and Employment Changes by Educational Attainment, Adult Literacy Indicator, Full-Load Equivalents in Adult Development Programs - Public Institutions, Participation in Adult Development Activities - Community Adult Learning Program, Participation in Adult Development Activities - Volunteer Tutor Literacy Program and Employment Rates - Short-term Employment Preparation Programs. These are published in the department's 1996/97 annual report. To further measure responsiveness, an employer satisfaction survey was conducted in 1997/98.

Objective: Realign the responsibility of learners, providers, business, and government for the cost of adult learning.		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Legislate the existing tuition fee cap on tuition revenues.	- Review existing legislation and recommend amendments to cap tuition fee revenue. - Enact regulations defining terms used in the tuition fee policy and setting out tuition fees reporting requirements. Contact: Phil Gougeon (427-5607)	Institutions' fees are maintained at measurable levels and institutions do not exceed the 30% cap of tuition fee revenue as a proportion of net operating expenditure.
Help public post-secondary institutions renew facilities including the development of knowledge networks and update equipment through the Infrastructure Renewal Envelope.	The Infrastructure Renewal Envelope will allocate \$37 million to target major renovations including the development of knowledge networks and updating of facilities as well as equipment. The business plan allocates a total of \$117 million to this envelope over the three years. Contact: Phil Gougeon (427-5607)	- Most urgent equipment and facilities upgrading problems are addressed. - Facilities are maintained for use for future generations of students. - More significant future costs are avoided. - Equipment is up-to-date to provide quality education and enhance competitiveness. - Alberta's ability to attract top faculty and learners is enhanced.
Work with partners to find solutions for learner access to personal computing.	Work with student and institutional representatives to examine options. Contact: Lois Hawkins (427-3663)	Learner access to computing is enhanced.
Objective: Ensure affordability for learners.		
<i>1998-2001 Strategies</i>	<i>Actions</i>	<i>Expected Results</i>
Increase financial assistance to accommodate rising costs. This includes adjusting minimum financial contributions expected from low income learners receiving grant support to attend Basic Foundation Skills training.	- Conduct annual review on adequacy of standard living allowance for students and make appropriate adjustments. - Increase loan limits by \$300 per academic year. - Reduce minimum financial contribution expected from Basic Foundation Skills training students. - Introduce Child Health Benefits to provide medical and dental coverage for dependents of students in upgrading programs. Contact: Fred Hemingway (422-0010)	- Available assistance meets the increased cost of learning opportunities. - More affordable access to education.

Objective: Ensure affordability for learners. - (continued)		
1998-2001 Strategies	Actions	Expected Results
Implement an Alberta Opportunities Bursary, jointly funded by post-secondary institutions, the private sector and government, for high needs adult learners.	• Work with post-secondary institutions to finalize Alberta Opportunities Bursary program design. • Ensure bursaries provided to high needs learners in 1998/99. <i>Contact: Fred Hemingway (422-0010)</i>	• Reduced debt for graduates. • Enhanced participation of private sector. • Promoted access for high needs learners. • Reduced debt for learners while in school. • Increased investment by industry and post-secondary institutions in student assistance.
Work with the federal government to improve the overall effectiveness and efficiency of student financial assistance programs. This includes harmonization of the design and delivery of loan assistance.	• Simplify application and repayment processes. • Negotiate a harmonization agreement with the federal government. <i>Contact: Fred Hemingway (422-0010)</i>	• Reduced default rates. • Improved service for clients.
Continue the development and implementation of a comprehensive strategy for ensuring debt levels are manageable for learners and their families. This includes increasing the maximum interest relief provisions on provincial student loans from 18 months to 30 months.	• Develop information to raise awareness around managing student debt and planning for post-secondary education. • Increase the maximum interest relief provisions on provincial financial student loans from 18 months to 30 months. <i>Contact: Fred Hemingway (422-0010)</i>	• Change in the public's attitude and behavior toward saving for education. • Manageable debt levels for learners. • Reduced default rates. • Favorable risk sharing arrangements maintained.
Increase funding limit from the Alberta Heritage Scholarship Fund to respond to the increasing number of learners qualifying for the Rutherford Scholarship Award due to stronger student performance, changing demographics and to make apprentices eligible.	• Change relevant regulations to increase annual funding limit to \$14 million April 1, 1998. Of the funding limit, \$13 million will be awarded to qualified recipients. <i>Contact: Fred Hemingway (422-0010)</i>	• Learners entering apprenticeship will receive Rutherford Scholarship Award. • All qualified recipients receive Rutherford Scholarship Award.

Performance Measures

The following measure is a key indicator reflecting the department's progress in attaining the goal of affordability.

Measure: Tuition Fee Revenues as a Percentage of Net Operating Expenditures

This indicator shows that tuition fee revenues as a percentage of net operating expenditures by sector have increased since 1994/95. Alberta's Tuition Fee Policy controls the pace of change and provides an upper limit for learner's share of costs. Costs associated with non-credit programs, sponsored research, apprenticeship programs and ancillary services are not included in net operating expenditures.

Tuition Fee Revenues as a Percentage of Net Operating Expenditures		
<u>Sector</u>	<u>1994/95</u>	<u>1995/96</u>
University	17.6%	20.1%
Public College	13.7%	16.3%
Technical Institute	14.8%	19.8%
Note: Full Load Equivalent (FLE) is a unit for counting learners in which the equivalent of a full academic load for one normal academic year of study is said to be one FLE.		
Source: Advanced Education and Career Development, Financial Information and Reporting System.		

Target

Not to exceed
30% before
year 2000

Additional supplemental indicators for affordability include: Annual Institutional Revenues Per Full-Load Equivalent Learner, Funding for Credit Programs, Total Institutional Revenues by Source, Annual Institutional Cost Per Full-Load Equivalent, Cost Per Learner - Short-Term Employment Preparation Programs, Learner Support and Average Net Loan Debt for Learners Receiving Government Assistance. These are published in the department's 1996/97 annual report.

Goal: Research Excellence The system, through its universities, will pursue research excellence to increase access to and development of new knowledge.

Objective: Maintain and enhance research excellence at universities.		
1998-2001 Strategies	Actions	Expected Results
Continue implementation of the action plan based on <i>fostering excellence - A Policy Framework for Alberta's University Research System</i> .	• Provide leadership in setting goals and in advocacy. • Develop performance measures and establish benchmarks. • Publish research excellence performance indicators. <i>Contact: Lois Hawkins (427-3663)</i>	• Enhanced institutional, learner and public awareness of research. • Improved university research.
Invest in research infrastructure. - Support university efforts to attract talented researchers in areas of identified strengths through the Research Excellence Envelope. - Make awards from the Intellectual Infrastructure Partnership initiative to invest in modernizing the research infrastructure and help attract high quality researchers.	• Allocate \$3.5 million to enable universities to attract talented researchers and graduate students in areas of identified strengths through the Research Excellence Envelope. Allocate a total of \$10.5 million to this envelope over the next three years. • Allocate a total of \$52.8 million over the next three years to the Intellectual Infrastructure Partnership Program. • Run competitions for the Intellectual Infrastructure Partnership Program (IIPP). <i>Contact: Lois Hawkins (427-3663)</i>	• Enhancement of the research infrastructure in Alberta's universities to ensure that our universities can continue to contribute to the Alberta economy and quality of life. • Increased number of talented researchers at Alberta universities. • Alberta universities are helped to compete effectively for faculty. • Increased research excellence.

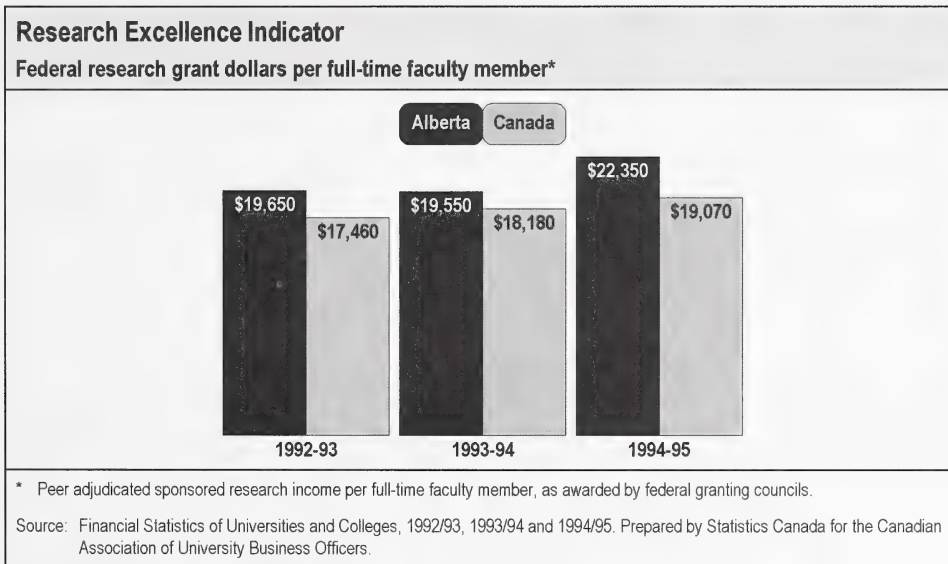
Goal: Research Excellence The system, through its universities, will pursue research excellence to increase access to and development of new knowledge.

Performance Measures

The following measure is a key indicator reflecting the adult learning system's progress in attaining the goal of research excellence.

Measure: Research Excellence Indicator

Research excellence can be demonstrated by comparing Alberta to the national average in terms of the level of sponsored research funding from the three federal research granting councils per full-time faculty member. Grants from the federal research granting councils are based on a rigorous peer review of the research record of the submitting faculty member(s), as well as the strength and quality of the proposal. In terms of granting council funding per faculty member, Alberta improved its ranking from third to second from 1993/94 to 1994/95 when compared to university systems in other provinces.



Ranking
2nd
Target
Improve or maintain ranking

Additional supplemental indicators for research excellence include: Research Sponsored by Industry and Non-Profit Organizations and Funders of Sponsored Research. These are published in the department's 1996/97 annual report.

Objective: Align departmental business and structure to support government direction and department priorities.		
1998-2001 Strategies	Actions	Expected Results
Measure department performance and publish results.	Continue to refine Department Performance Indicators and establish benchmarks/targets. Contact: Lois Hawkins (427-3663)	- Improved Department Performance Indicators. - Improved independent assessments by the Auditor General and Treasury. - Enhanced accountability.
Review regulations to eliminate those that are unnecessary and improve the quality of those that remain.	Ongoing implementation in accordance with the approved Regulatory Reform Work Plan. Contact: Lois Hawkins (427-3663)	Complete review of regulations in 1998/99, pursuant to the Regulatory Reform Work Plan.
Participate with other government ministries to create a coherent information technology strategy across government.	- Continue to work with PWSS and other departments to develop a strategy and appropriate infrastructure to allow departments to effectively and easily communicate by e-mail. - Participate in the Peoplesoft Implementation Project which will result in new financial and human resource systems. - Work with the Office of the Chief Information Officer (CIO) for government to develop a cross government planning process and to deal with the year 2000 issue. - Working through the Office of the Chief Information Officer (CIO) for government and the CIO Council, the department will collaborate to ensure an advanced communication infrastructure that spans Alberta is available to government and stakeholders. Contact: Lois Hawkins (427-3663)	- A cross-government e-mail system. - More effective financial and human resource systems. - A cross-government planning process that addresses the needs of the government as a whole and supports departmental planning processes. - A measured and effective response to the year 2000 issue that minimizes the risk to government. - Support of department business needs by ensuring the availability of advanced communications services.
Implement a strategy for information management that supports and enables the department to work with stakeholders to address the needs of the adult learning system.	- Continue to refine the vision for information management within the department. - Develop plans that clearly define major initiatives that will result in the department being able to meet business plan objectives. Contact: Lois Hawkins (427-3663)	- Completion of the systems required to support Key Performance Indicators for institutions and to collect financial information to support funding. - Redeveloped or enhanced systems to support new business processes for learner assistance including financial assistance. - Management information systems to support policy development, decision making and accountability measures.

Objective: Align departmental business and structure to support government direction and department priorities. - (continued)		
1998-2001 Strategies	Actions	Expected Results
Support the development of a learning organization.	• Redevelop the department's Human Resource Plan with human resource strategies that prepare staff for current and future roles reflecting a learning organization. Contact: Ried Zittlau (427-2506) • Increase resources for the department's intern and student work program to further provide employment opportunities for recent graduates and students of post-secondary institutions for term certain periods. • Implement planned leadership developmental and training plans to prepare senior professional and management staff for future opportunities. Contact: John Bergin (422-4493)	• Support for the department's human resource plan principles of building a strong organization, respect for the individual and openness.
Ensure continuous improvement of department processes.	• Ongoing implementation. Contact: All Divisions • Continue to reduce duplication and redundancy. Contact: Gerry Waisman (427-5601)	• Increased client satisfaction. • Meet the business plan target.

Performance Measures

The following measure is a key indicator reflecting the department's progress in attaining the goal of effectiveness.

Measure: Total Departmental Administration Reduction

The department has implemented a variety of cost saving measures to ensure that it contributed its share to the government-wide direction on deficit elimination. Between 1992/93 and 1996/97, overall expenditures for the department were reduced by \$222 million (17%). This indicator shows that the department will meet the 1998/99 administration budget target which called for a 20% reduction over a three year period.

Indicator	1995/96 - 1998/99
Administrative Expenditure Reduction	20.3%
Total Departmental Administrative Staff Reduction	28.8%

Target

Administrative
budget
reduction of
20% over 3
year period

To further measure effectiveness, a stakeholder survey will be conducted to assess how well the department is performing its duties.

Business Plan Questionnaire

Planning is an ongoing process which requires review, evaluation and refinement on a continual basis. Your input regarding the 1998-2001 business plan will assist the planning process for the next three-year plan and provide some valuable insight for longer term strategic direction for the adult learning system in Alberta.

We are looking for feedback and ideas in two main areas:

- Current 1998-2001 business plan and the progress made in implementing strategies.
- Future directions and ideas.

Responses can be mailed, faxed, e-mailed or completed on the Internet at the locations listed on the last page. Please feel free to attach additional pages should the space provided not be sufficient.

DEMOGRAPHIC INFORMATION

Institution or Organization Represented/Attended

Affiliation (please ✓ all that apply)

Management/Administration
Faculty
Learner
Business Owner
Employee
Government
Community

FEEDBACK ON 1998-2001 BUSINESS PLAN

1. How satisfied are you with the key areas of the 1998-2001 business plan?
(please circle the appropriate rating on a scale of 1 to 5)

	Very Satisfied	Somewhat Satisfied	No Opinion	Somewhat Dissatisfied	Very Dissatisfied
a) Vision and Mission	1	2	3	4	5

Comments:

	Very Satisfied	Somewhat Satisfied	No Opinion	Somewhat Dissatisfied	Very Dissatisfied
b) Goals and Core Business	1	2	3	4	5

Comments: _____

	Very Satisfied	Somewhat Satisfied	No Opinion	Somewhat Dissatisfied	Very Dissatisfied
c) Strategies, Actions and Expected Results	1	2	3	4	5

Comments: _____

	Very Satisfied	Somewhat Satisfied	No Opinion	Somewhat Dissatisfied	Very Dissatisfied
d) Departmental Performance Indicators	1	2	3	4	5

Comments: _____

2. What are the strengths of the 1998-2001 Business Plan?

3. What areas, if any, require improvement?

4. Are there significant areas not addressed by the 1998-2001 Business Plan?

Yes ____ No ____

If yes, what areas were not covered by the 1998-2001 Business Plan?

FUTURE ADVICE

1. What do you see as the priorities for the next three years?

2. What advice would you provide to the Minister regarding future business plans?

OTHER COMMENTS

Thank you for taking the time to provide us with your input. Please return this form by:

June 30, 1998

to:

**Advanced Education and Career Development
c/o Strategic Planning and Research Branch
9th floor, Commerce Place
Edmonton, Alberta
T5J 4L5**

Fax: (403) 422-0880

Internet: http://www.aecd.gov.ab.ca/ministry_info/business_plan/business_plan.htm

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